



East Manchester
Teaching School Hub

APPROPRIATE BODY HANDBOOK 2021

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Introduction

Welcome to East Manchester Teaching School Hub Appropriate Body.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support, and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards. For early career teachers (ECTs) commencing induction from September 2021, the induction must be underpinned by the Early Career Framework (ECF).

The Teachers' Standards will be used to assess an ECT's performance during, and at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and what can reasonably be expected of an ECT by the end of their induction period within the framework of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

Key Information

Appropriate Body: East Manchester Teaching School Hub

Appropriate Body Lead: Katie Dallender

Website: www.eastmanchesterteachingub.com

The administrative contact for all ECT matters at the East Manchester Teaching School Hub, through whom Katie Dallender, and all AB QA leads may be contacted is:

Teaching School Hub Relationship Manager: Rebekah Robinson

Email: ecf@eastmanchesterteachinghub.com

Telephone: 0161 624 1484

ECT Manager Website: <https://eastmanchestertsh.ectmanager.com/login.aspx>

Key Documents






Statutory Guidance for Induction, from September 2021:





https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf

Statutory Guidance for Induction, prior to September 2021:

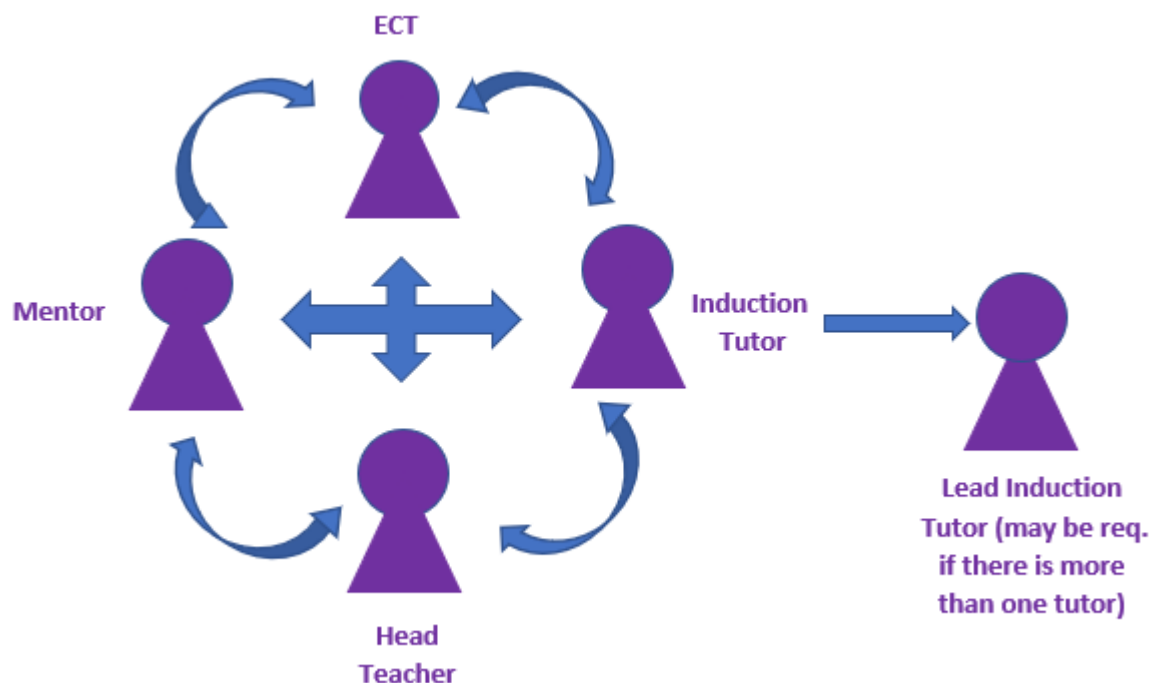
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923070/Statutory_Induction_Guidance_2019.pdf

Appropriate Body Quality Assurance Leads

<p>Emily Beach</p> 	<p>I am the Director of the Outstanding Huddersfield Horizon SCITT, the ECF Lead Principal for South Pennine Academies and the External Moderator for two ITE Providers.</p> <p>I have worked for the Trust's Academy Effectiveness Team, conducting on site evaluations across our Academies and facilitating the NPQs and NQT training. I am a member of the Local Academy Board of three Oldham Primaries and I sit on the LAB's Standards Committee, as-well as being the Safeguarding and SEMH Lead.</p> <p>Previous to this, I have been the strategic lead of ITE within a Teaching School Alliance, held leadership responsibilities across a number of English departments and I have been an Advanced Skills Teacher for whole school Teaching and Learning.</p> <p>What lies at the heart of every career choice that I make, is the opportunity to train, support and empower colleagues (particularly early teachers), whilst continuing to be a lifelong learner myself. Ultimately, I am fully committed to high quality professional development so that as a sector, we have the knowledge, understanding and ability to improve pupil outcomes and make a difference to the lives of the children within our care.</p>
<p>Jo Conway</p> 	<p>I have been a Headteacher in Oldham for nearly twenty years. I have experience of working across schools in Oldham and Greater Manchester as a specialist Leader in Education. One of my core principles is to always give back to the profession.</p> <p>I have done this throughout my career. As a Specialist Leader in Education I have supported Leaders at all levels across various schools in Greater Manchester.</p> <p>I have worked with Aspirant Leaders and Mentored new Headteachers.</p> <p>By supporting others at all levels whether they be at the start of their career or experienced leaders I gain as much myself from the experience as I believe I give to those I'm supporting. I have facilitated training for Newly qualified Teachers and acted as an Induction Tutor and mentor for over 15 years. During this time, I have worked alongside Teachers and their mentors to help support them through the NQT process. I also have experience of working with ITT students and those as part of the School Direct programme and Teach First.</p>
<p>Mark Couper-Barton</p> 	<p>I am Headteacher at Mayfield Primary School and member of the SCITT Executive Board. I am fully committed to working closely with the SCITT and all aspects of ITT/ ECT, including mentoring, induction and quality assurance. I am a member of Oldham LA's Fair Access Panel and previously a member of Oldham's School to School Support Hub. Previously I worked at St Andrew's Primary School in Levenshulme, on a one-year leadership secondment as Deputy Headteacher. I spent 16 years at Horton Mill Primary School in Oldham, 12 of those as Deputy Headteacher, and I was fortunate to be involved in ITT as mentor, induction tutor and ITT lead, working with several HE providers. I have previously collaborated with schools on Local Authority projects around Assessment, Yr6/7 Transition and Speaking and Listening. I have presented with colleagues on 'Barriers to family engagement' at the Local Government Offices for an NFER research project and have significant experience teaching across various classes, specifically in Upper Key Stage Two.</p>
<p>Alison Edwards</p> 	<p>I am an Assistant Head at Alder Community High School. I joined Alder in 2001 as Head of Science after starting my teaching career in West Sussex in 1992. My current responsibilities include, lead for the Excellence Team (teaching and learning and curriculum), staff development, ECT Induction tutor, oversight for ITT and, chemistry teacher.</p>
<p>Adelle Greenwood</p> 	<p>I am Deputy Headteacher at North Chadderton School and take strategic responsibility for all aspects of Key Stage 5 Education, Professional Practice and Professional Growth. I am also the strategic support for Safeguarding across the Oak Trust. During my professional career, I have gained a wealth of experience of working closely with trainee teachers and ECTs and I currently lead and oversee the programme of continued professional development for all staff at North Chadderton School. I have an SLE accreditation in ITE, meaning I am able to work closely with partnership secondary schools to ensure we offer the very best training opportunities and teaching support for our early career teachers.</p>

<p>Meghann Kirkham</p> 	<p>I am Director of Curriculum and Pedagogy (ITE and ECF) at the Manchester Nexus SCITT and the East Manchester Teaching School Hub. I have been an English teacher since 2008 and been involved in middle and senior leadership from Director of English and Literacy to leading the development of middle leaders. I have mentored Early Career Teachers across my career and more recently been involved in the recruitment, training, quality assurance and assessment of ITE trainee teachers. Additionally, I work across all the SCITT partnership schools in mentor development and facilitate the Early Career Framework to cluster groups of both mentors and ECTs.</p>
<p>Liz O'Shaugnessey</p> 	<p>I am the Executive Director for Training and Development across New Bridge Multi Academy Trust Oldham. I previously taught in Primary Schools across Trafford Local Authority before moving to Tameside to lead the everyone learning@ Teaching School Alliance. I continue to lead the School Direct Partnership and up until July 2021, the Appropriate Body. I have worked alongside Leaders across all phases of Education. More recently facilitating Early Career Teacher and Mentor development sessions as part of the Early Roll out of the Early Career Framework in partnership with UCL Institute of Education and the Oldham Research School.</p>
<p>Katz Schlindwein</p> 	<p>I am Head of Altius Teacher Training and lead Induction Tutor at the Laurus Trust. Throughout my career as a maths teacher and Head of Maths I have been privileged to work with teachers during their training year and in their early career, designing and delivering training and induction programmes. As part of my role at Altius I led the Appropriate Body service, working with a number of schools on quality assurance.</p>
<p>Natasha Stokes</p> 	<p>I am Vice Principal at Moor End Academy, leading on learning and teaching; professional development; and data and outcomes. High-quality professional development and induction is something that I am incredibly passionate about, and I have worked with trainee and early career teachers in various capacities. In my current role, I promote the use of academic research to inform pedagogy and practice and aim to develop reflective practitioners who can evaluate their craft and use this to flourish. I'm excited to be working strategically with the East Manchester Teaching School Hub Appropriate Body, ensuring that the next generation of teachers are fully equipped to provide our young people with the education that they deserve.</p>

Overview of Key Roles in Induction Process



Early Career Teacher	Headteacher
Engage with the Early Career Framework	Observe ECT teaching
Continue to work towards, and ultimately meet, the Teachers' Standards	Read, agree, and sign off progress reviews and assessments

Mentor	Induction Tutor
Participate in ECF mentor training	Participate in AB induction tutor training
Weekly mentor meetings with ECT working together through the ECF training materials	Observe ECT teaching (formal)
Observe ECT teaching and offer developmental feedback (informal)	Complete progress reviews and assessments
	Meet with ECT every half term

Lead Induction Tutor (where required)
Co-ordinate and quality assure the work of the induction tutors

Appropriate Body
Quality assure the induction process, including progress reviews and assessment
Final decision on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required
Provide schools and colleges with guidance, support and assistance

Full details of the roles and responsibilities of all involved in the induction process are outlined in the Statutory Guidance for Induction Documentation, section 5.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

A suitable post for induction

In order for the ECT to serve induction, the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. In particular, a suitable post is expected to:

- have a headteacher in post to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor, who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

Determining the length of the induction period

From September 2021, the length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (6 terms). The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings. In some exceptional circumstances, the length of an induction period may be reduced.

For teachers who have started and paused induction before September 2021, a one year induction can be completed by September 2023.

Minimum period of continuous employment that can count towards induction

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. This reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme.

In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

Length of the induction period for an ECT who works part-time

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). For examples, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced in agreement with the ECT, headteacher, and appropriate body.

Ensuring a reduced timetable

The headteacher must ensure an ECT has a reduced timetable. In the first year (terms 1-3) of induction, an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range. In the second year (terms 4-6) of induction they must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

Appointment of an induction tutor

The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. The induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

Appointment of a mentor

The headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate in line with the chosen route for the ECF.

The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. Where this is the case, the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTS). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Early Career Framework based training

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. The ECF is the framework that underpins the development of ECTs during induction, it is not an assessment tool.

Observation of the ECT's teaching practice

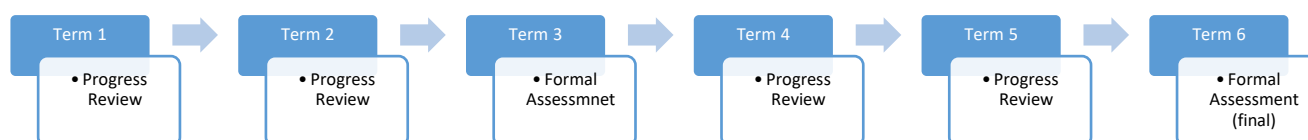
An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

Observing other teachers

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified.

Professional progress and formal assessments: timeline



Progress reviews of the ECT

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor to inform the review.

A written record of each progress review is expected to be retained and provided to the ECT and the appropriate body after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor believes the ECT is not making satisfactory progress, they should indicate this on the progress review documentation for the appropriate body and outline the plan they have put in place to assist the ECT in getting back on track.

Once progress reviews have been completed, they should then be signed by the induction tutor, headteacher and the ECT. These will be submitted electronically on ECT Manager.

Formal assessments

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in term 3 and term 6 of induction.

To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. A guide for completion is provided in the Support Documents section of this handbook.

The final assessment meeting is at the end of the induction period and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or if an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These will be submitted electronically on ECT Manager.

Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

Raising concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

Unsatisfactory progress and putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share the support plan.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher should ensure that additional monitoring and support measures are put in place **immediately**. It is important that the ECT is made aware of where

they need to improve their practice and given every opportunity to raise their performance. The headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory at the next assessment point

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Completing the induction period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body and headteacher) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body and headteacher)
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body.

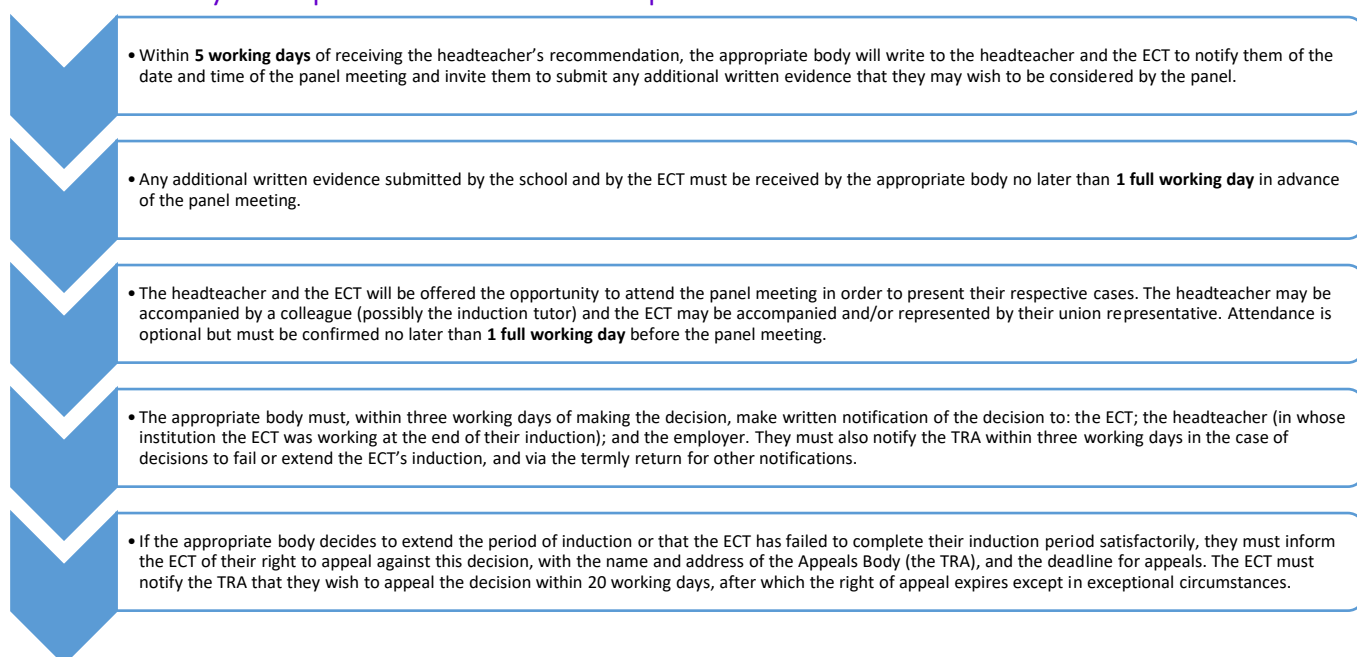
The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

Within 20 working days of receiving the headteacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must consider the headteacher's recommendation and all available evidence including any written representations from the ECT. If the headteacher recommends that an ECT has failed to satisfactorily complete the induction period, a panel meeting will be held by the appropriate body in order to reach their decision.

Process where a the headteacher recommends that an ECT has failed to satisfactorily complete the induction period



Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school, or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

The TRA must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Support Documentation

The East Manchester Teaching School Hub provides the following document templates to support schools and induction tutors to maintain records through the induction progress.

- [Meeting Notes Form](#)
- [Lesson Observation Form](#)

Use of these documents is not compulsory, and you may wish to adapt to suit the context in your setting.

The following document templates and guidance are shared to support induction tutors to prepare for the termly progress reviews and formal assessment points. The final versions of these documents are submitted through ECT Manager. ECT Manager has detailed guidance documents to support the user.

[Progress Review form](#)

This is the record of the statutory progress reviews at the end of terms 1, 2, 4 and 5. The form is completed by the induction tutor and must be submitted to the appropriate body by the deadlines stated in ECT Manager.

The content of the progress review will be discussed by the ECT and induction tutor during their regular meetings and targets for the next term agreed.

When completing the progress review, the induction tutor must base their decision and comments on evidence from:

- Meeting notes
- Teachers' Standards Evidence gathered throughout the period
- Lesson observations
- Information gathered from other members of the school middle and senior leadership who review the ECTs progress
- Other relevant evidence gathered during the term by the induction tutor

The induction tutor must indicate on the form:

- whether the ECT is on track to successfully complete induction, with brief reasons why;
- if the ECT is not on track, confirm they been informed and that a support plan been put in place;
- that the ECT has continued to access a programme of support based on the ECF and have received all of their statutory entitlements;
- whether the ECT is remaining at the school for the next assessment period.

Following the completion of the form by the induction tutor, the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add brief comments. The ECT then adds their digital signature to the form.

The induction tutor and headteacher will then receive an email alert asking them to add their digital signature to the assessment form.

In the case that the form indicates that the ECT is not on track, the appropriate body will be alerted immediately and will then make contact with the induction tutor to discuss the provision of an appropriate support plan for the ECT.

Induction Assessment Form

The East Manchester Teaching School Hub uses the ECT Manager website to manage the completion and submission of all **Induction Assessment Forms**.

The Induction Assessment Form is the statutory document which is used to record progress at the end of terms 3 and 6, to make the final recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.

Induction assessment forms must be completed, digitally signed and submitted to the appropriate body by the deadlines set in ECT manager.

It is the responsibility of the induction tutor, ECT and headteacher, to complete the assessment; not the mentor. The induction tutor must base their comments on evidence from:

- Meeting notes
- Teachers' Standards Evidence gathered throughout the period
- Lesson observations
- Information gathered from other members of the school middle and senior leadership who review the ECTs progress
- Other relevant evidence gathered during the term by the induction tutor

The induction tutor, or headteacher, **must** follow the structure below to comment on each teacher standard:

- Evaluate judgement of progress towards this standard (i.e working towards, meeting, not meeting)
- Evidence used to form this judgement
- Areas Requiring Further Development and specific targets

Following the completion of the form by the induction tutor the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add their comments. This is the ECT's opportunity to record their thoughts about their induction experience and we would like to read about their successes, any challenges they are facing, as well as the identification of any areas in which they might benefit from further development opportunities. The ECT then adds their digital signature.

The induction tutor and headteacher will then receive email alerts asking them to add their digital signatures to the assessment form.

As soon as the ECT, induction tutor and headteacher have all added their digital signatures to the assessment form, the appropriate body will receive an alert to confirm that the assessment is ready to review. One of the Appropriate Body Quality Assurance Lead will then review the assessment and, presuming everything is in order, will sign-off the form as reviewed. The ECT, induction tutor and headteacher will receive an email that will confirm this. The appropriate body will then notify the TRA of the ECT's progress. If the form has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form, within 5 working days.

The assessment form is held online – but the ECT, induction tutor and headteacher are able to download PDF copies of the assessment forms at any time.

ECT Meeting Notes Template

Meeting No:	Term No:	Date:
Present:		
<p>Focus (examples):</p> <ul style="list-style-type: none"> • review Teachers' Standards Evidence • discuss Progress Review • Arrange lesson observation / discuss lesson observation feedback <p>After the meeting (examples):</p> <ul style="list-style-type: none"> • induction tutor submits Progress Review 2 on ECT Manager; • ECT comments on and signs Progress Review 2 on ECT Manager 		

Summary of discussion point	Comments/Actions (Optional)

ECT Lesson Observation Template

ECT:	Lesson/Time:
Class:	Date:
Observer:	Induction tutor:

Focus for observation (referenced to Standards)
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Comments

Strengths (referenced to Standards)
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Areas for Further Development (referenced to Standards)
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Signature of observer:	Signature of ECT:
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Copies of this lesson observation form must be kept by the ECT and the induction tutor.

Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate awareness of physical, social and intellectual development of children, & how to adapt teaching to support pupils' education at different stages of development have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents re: pupils' achievements and well-being.
<p>Personal and professional conduct A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	

Support Plan Template

This document should be completed by Induction Tutor

ECT name		Subject/Class	
Induction Tutor name		Mentor name	
School		Date set	
Set & monitored by		Date to be reviewed	

Context

Area for improvement (1) <i>Reference to standard</i>
Area for improvement (2) <i>Reference to standard</i>
Area for improvement (3) <i>Reference to standard</i>

Area for improvement (1)

Actions to be taken	Time frames	Support provided

Review

Area for improvement (2)

Actions to be taken	Time frames	Support provided

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Review

Area for improvement (3)

Actions to be taken	Time frames	Support provided

Review

Areas for improvement agreed by:

Induction Tutor (signed)
ECT (signed)
Date

Summary of outcome

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Further points for review and improvement

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Outcomes agreed by:

Induction Tutor (signed)
ECT (signed)
Date

Progress review document

Induction period details

Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? <i>(Give the FTE if PT)</i>	FT PT
Days absent in this period	

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

Yes

No

2. Give brief details for the reason(s) for your answer to question (1).

Where an ECT is deemed to be on track to successfully complete induction, provide brief details of the identified strengths and evidence used to form this judgement.

Where an ECT is deemed not to be on track to successfully complete induction, list any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

3. If the ECT is not on track to successfully complete induction, has the ECT been informed?

Yes

No

4. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan to the documents section of ECT Manager)

Yes

No

5. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of the statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)

Yes

No

Formal Assessment Document

1. Which period of the ECT's induction does this formal assessment cover? **(Select one of the below)**

End of first assessment period

End of second or final assessment period

Interim assessment, i.e. the ECT is due to complete induction at another establishment

Assessment period start date	
Assessment period end date	
Is the ECT full-time or part-time? <i>(Give the FTE if PT)</i>	FT PT
Days absent in this assessment period	

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

2. If this is a final assessment (term 6), how many days has the induction period been reduced by (if any)? **Any reductions to the induction period require prior agreement with the Appropriate Body.**

3. Based on the teacher's performance against the Teachers' Standards within the assessment period, **which one of the following statements is applicable?**

The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period

The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period

This is the above named teacher's final assessment period **and** their performance indicates that **they have successfully met** the Teachers' Standards within the induction period

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. **Do not reproduce evidence in full.**

Teaching Standard 1

Set high expectations which inspire, motivate and challenge pupils

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 2

Promote good progress and outcomes by pupils

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 3

Demonstrate good subject and curriculum knowledge

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 4

Plan and teach well structured lessons

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 5

Adapt teaching to respond to the strengths and needs of all pupils

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 6

Make accurate and productive use of assessment

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 7

Manage behaviour effectively to ensure a good and safe learning environment

Evaluative statement

Evidence (bullet point)

Developmental targets

Teaching Standard 8

Fulfil wider professional responsibilities

Evaluative statement

Evidence (bullet point)

Developmental targets

Personal and professional conduct

5. Briefly describe any areas for development that have not been captured throughout the report comments above. **Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.**

6. **If the ECT is not on track to successfully complete induction, has a support plan been put in place?**
(If yes, please attach the support plan to the documents section on ECT Manager)

Yes

Not yet

Not applicable

7. **If the ECT is not on track to successfully complete induction, is an extension to the induction period required?**

Yes

Not yet

Not applicable

If yes, please include details for this recommendation.

8. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the direction of the next assessment period?

Yes

No

Not applicable/
this is the final
report

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Teacher comments

9. Has the Early Career Teacher discussed this report with the induction tutor and/or headteacher?

Yes

No

10. ECT's comments on this report and/or their performance in the assessment period

11. ECT's confirmation that they have continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Yes

No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

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Signatures

This progress review was completed by:
Induction tutor.

Signature	
Date (DD/MM/YYYY)	

Headteacher.

Signature	
Date (DD/MM/YYYY)	

Early Career Teacher.

Signature	
Date (DD/MM/YYYY)	

This completed assessment form should be sent to the appropriate body via ECT Manager within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Guidance for early career teachers' induction is available on GOV.UK

GDPR statement on data collection

As documented in Statutory Guidance, Appropriate Bodies are responsible for the collection, retention and storage of data. Appropriate Bodies are responsible for submitting relevant data to the Teacher Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

Appropriate Body Agreement

This agreement is between the named school/college and the East Manchester Teaching School Hub.

Full details of the requirements of Appropriate Bodies can be found in the two documents below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/991723/Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf

The East Manchester Teaching School Hub will:

- Meet the requirements of Appropriate Bodies set out in the Appropriate Bodies Guidance
- Provide annual training for induction tutors
- Provide termly refresher training for new induction tutors
- Ensure that a team of highly experienced, expert leaders are recruited to support schools and robustly quality assure the experience of induction
- Provide an electronic portal for submission of progress reviews and assessment reports (ECT manager)
- Quality assure progress reviews, assessment reports, and the school induction experience through a mixture of ECT manager monitoring and quality assurance visits
- Provide support and guidance to induction tutors and ECTs in relation to the completion of statutory induction.
- In 2021-2022, the Teaching School Hub will register school and participant information on ECT manager. In future years this will be the responsibility of the school/college.

The named school/college will:

- Meet the requirements for statutory induction set out in the Statutory Induction Guidance (section 2.17)
- Register participants with the East Manchester Teaching School Hub and ensure the Hub is kept up to date with changes in personnel, resignations, new starters etc.
- Ensure that information on ECT manager is accurate for all involved, including TRN and DOB where relevant (head teacher, induction tutor, ECTs and school administrators)
- Enable induction tutors to attend the training session
- Ensure that deadlines are met for each ECTs progress review and assessment report
- Ensure that required documentation, such as support plans, are uploaded onto ECT manager
- Provide contact details for the finance department and agree to the finance terms below.

Registration

Schools must notify the Appropriate Body that an ECT has been appointed in advance of the ECT taking up post. This is to allow time for the Appropriate Body to do the relevant background checks to ensure that the ECT has been awarded Qualified Teacher Status (QTS) prior to the start of induction.

ECTs can be registered to commence induction with the Appropriate Body at the start of each term. Should an ECT be appointed to take up post during a term, they can be registered for induction from the start of the next term.

Finance

The Appropriate Body service is charged at £340 per ECT for the full induction period (6 terms)

- The first two terms of each academic year will be invoiced together, one in advance and one in arrears. After this, the named school/ college will be invoiced termly in advance (as per the schedule below)
- For full FTE candidates the £340 will be charged over 6 academic terms. If any of the participants are not a full FTE, the total charge remains the same at £340 and this will be invoiced over the number of terms relevant to their FTE. For example, FTE 0.75 would be charged over 8 academic terms.
- A purchase order from the named school/ college is required and will be quoted on said invoices. Please provide a **single** purchase order number to cover all staff from the named school/ college for the duration of induction (equivalent to 6 full terms). If there are any amendments to your registrations (additional or removed candidates), please amend the original Purchase Order.
- Please send Purchase Orders to:
FAO: East Manchester Teaching School Hub
Email: Finance@blue-coat.org
Address: The Blue Coat School - East Manchester Teaching School Hub, Egerton Street, Oldham, OL1 3SQ
- The termly fee will be charged in full for any term that the candidate has participated in. i.e. if a term is started and not finished, that term will be charged
- You will receive invoices from “The Blue Coat School”. The invoice will reference the East Manchester Teaching School Hub

Invoice Schedule – each Academic Year

Term 1	Invoiced together in December
Term 2	
Term 3	Invoiced in April

This table is for demonstrative purposes only and is based on an ECT commencing induction in September 2021 on a full-time contract.